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ORGANIZING AND SUPERVISING
AN ADAPTED AND RESTRICTED PHYSICAL EDUCATION PROGRAM
FOR MCHENRY HIGH SCHOOL
(TITLE)

BY

Lorraine Frantz

PLAN B PAPER

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE MASTER OF SCIENCE IN EDUCATION
AND PREPARED IN COURSE

P. E. 510 Supervision of Physical Education
IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY,
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1963
YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS
FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

DATE

8/1 / '63

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CHAPTER I

INTRODUCTION TO THE PAPER

The purpose of this paper is to plan an adapted and restricted physical education program for the McHenry Community High School. A brief explanation will be given to acquaint the reader with the situation.

McHenry is a town of approximately 3,300 residents located in the northern part of Illinois. The McHenry Community High School is the only high school located in the town. There are 1,134 students now attending the high school. Many students come to the high school from the neighboring rural areas. The population of the school district is 35,000 people. There are fifty teachers on the faculty this year. The Girls' Physical Education Department has two staff members. The writer of this paper is familiar with the situation because she has taught at this school for four years.

There are eight periods in the daily schedule. A physical education teacher in the Girls' Physical Education Department teaches six classes a day, with one period for planning and one period for lunch. The freshmen, sophomore, and junior students are required to take physical education. Seniors do not take physical education because of the limited

amount of space and the high enrollment. Physical education classes average forty-five students, with some classes having as high as fifty. The girls' department has one small gymnasium and a multiple purpose room which is shared with the boys' department. There are two classes going on at the same time, with each teacher in charge of a class. Students have physical education five days a week.

The present physical education program is a balanced program for those who can participate in a regular physical education class. Individuals who cannot take physical education because of medical or physical reasons have no physical education at all. These students are sent to study hall for the year or for the extent of time during which they are to be excused. The writer of this paper, as part of her physical education philosophy, believes physical education is and should be for all students. The writer also operates on the assumption that if a student is able to attend school she should be able to participate in some type of physical education program. The school is obligated to provide a physical education program that meets the needs of all of the students, and in no case should assignment to study hall be regarded as a substitute for physical education.

The writer believes that a possible solution to this problem is the provision of a restricted and adapted program in addition to regular physical education classes. Regular physical education would be for those students who could participate in all physical education activities. Restricted physical education would be for those students able to participate in the regular program with special limitations and modifications for them.

For example, a girl who had a deformed leg because of polio would be in a regular class but would play a position that would require little or no running.

The adapted class would be for the student who is unable to participate in either of the aforementioned types. A separate class would be provided for these students so they could do individual and appropriate activities. Exercises are often prescribed by the examining doctor. These could be administered by the physical education instructor with the aid of the student leader assistants. A student would join the regular class as soon as sufficient progress is made, at which time, the school doctor would indicate a change from the adapted or restricted to regular classification.

Excusing students from participation in physical education has been recognized as a problem. A possible solution, that of the establishment of restricted and adapted physical education classes, has been suggested. These are the first steps. The details which would be necessary in effecting such a plan for the McHenry Community High School will be described in the following chapters.

CHAPTER II

PROPOSED EXPLANATION OF AN ADAPTED AND RESTRICTED PHYSICAL EDUCATION PROGRAM

Definition

The next step in setting up this program is to modify the present program to include restricted and adapted physical education classes in the current schedule. Careful planning must take place if this program is to be a success. It is essential to find out the number and nature of the disabilities of the handicapped students who will be participating in the physical education program.

Statistics show that eighty-nine per cent of the estimated four million exceptional children of school age in the United States are attending regular schools.¹ It has also been estimated that between five and ten per cent of the school age population will suffer some type of physical or mental deficiency requiring special educational consideration.² Table 1 in appendix--A, page 73 will serve as a guide in planning for the adapted program. An absolute percentage could not be determined because the school policy would determine the type of disabilities to be enrolled

¹Arthur S. Daniels, Adapted Physical Education (New York: Harper and Brothers Publishers, 1954), 6.

²Hollis F. Fait, Adapted Physical Education (Philadelphia: W. B. Saunders Company, 1960), 21.

in the adapted physical education program.

In planning the adapted and restricted physical education program the writer must define adapted physical education. This is necessary because a number of terms have been used to describe the type of program used in physical education departments for the physically handicapped. Some of the terms have been correctives, reconditioning, remedial, modified, and adapted physical education.¹ The American Association of Health, Physical Education and Recreation defines adapted physical education as, "a diversified program of developmental activities, games, sports, rhythms, suited to the interests, capacities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted activities of the general physical education program."² This definition will be used for this paper.

Physical education is not intended only for those persons able to participate in regular physical education classes. All children have needs that can be met only by participating in physical activity. If a child, because of a physical defect, is deprived of participating in the physical education program by the teacher, physician, parents, nurse, or administrator they are not fulfilling their duties to society.³

¹Ibid, 2.

²Charles C. Cowell and Hilda M. Schwehn, Modern Principles and Methods in High School Physical Education (Boston: Allyn and Bacon Incorporated, 1959), 194-195.

³William L. Hughes and Esther French, The Administration of Physical Education for Schools and Colleges (New York: A. S. Barnes and Company, 1954), 110.

Justification of the Program

To justify the organization of an adapted and restricted program three main points are given as sound evidence for the need of such a program. (1) The number of disabled students, or students with injuries now attending school, (2) The special help needed for a disabled student to face social and psychological problems of adjustment, (3) The nature of American society to provide adequate education for all children, including the handicapped and disabled.¹ This adapted program should be a vital phase of the total physical education program. Its justification should be in terms of the basic growth and development of the individuals concerned.

To justify the need for an adapted and restricted physical education program at McHenry High School, the writer did a study. The purpose of this study was to find out the number of students excused from physical education classes in the past four years. This study appears in the appendix--B of the paper, table 2, page 74. The doctors excuses received by the physical education instructors were checked for the length of time excused, the reasons for the excuses, the name of the doctor issuing the excuse, and whether the student remained in class or was sent to a study hall. This study shows there is a need for an adapted and restricted program in the high school physical education program.

¹Daniels, op. cit., 14.

In 1959-60, there were 408 girls participating in the physical education program. Of this number, 16.65% were excused from class during the year and 83.33% participated all year without excuses. In 1960-61, there were 400 girls who participated in the physical education program. Of this number, 10% were excused from class and 90% participated all year. In 1961-62, there were 432 enrolled in physical education. Of this number, 9.95% were excused from class and 90.05% participated all year without an excuse. This year, 1962-63, there were 510 girls in physical education classes. Of this number 20.79% were excused from class and 79.21% participated the full year without a doctors excuse.¹ Each year the enrollment of the school is growing, classes are getting larger, and more accidents are bound to happen. Therefore, provision must be made to take care of these excused students by offering an adapted and restricted physical education class.

¹The Model Class Record Book. (St. Louis, Missouri: Model Publishing Company, 1959-1963). (On file in office at McHenry High School).

CHAPTER III

THE PROGRAM: ITS AIM, OBJECTIVES AND PRINCIPLES

Aim of the Program

The aim of adapted and restricted physical education is to assist the permanently and temporarily disabled students in the McHenry High School to obtain optimum physical, social, mental, and emotional development through its carefully planned programming. This program undertakes the task of dealing with each individual and with individual needs more specifically and intensively than do other phases of the general physical education program.¹

To fulfill this aim, the adapted and restricted physical education program will attempt to accomplish the following with those who are handicapped or disabled: (1) to help each student develop strength, stamina, and skill within the limits of her individual disabilities; (2) to provide and adapt sports and recreational activities which each student is capable of doing for leisure time; (3) to aid the handicapped student in the acceptance of her disabilities and to motivate her to live more effectively with her handicaps.²

¹H. Harrison Clarke and David H. Clarke, Developmental and Adapted Physical Education (Englewood Cliffs, New Jersey: Prentice-Hall, Incorporated, 1963), 30.

²Ibid, 28.

Objectives

Objectives for the adapted and restricted physical education program are derived from the physical, social, mental, and emotional needs of the disabled students. These objectives will serve as guides to develop and administer the program.

1. To provide a source within the framework of the physical education program whereby service to all students may be encouraged and thereby more completely fulfill the principles emitted by a democratic society.
2. To provide specialized experiences in the many activities for the purpose of social and emotional development that may be otherwise neglected.
3. To develop a sense of security, well-being, self-confidence, and social acceptance through group participation.
4. To develop a feeling of belonging to the peer group through participation in the regular¹ class activity program or special program.
5. To develop optimum physical fitness.
6. To develop skills in the basic motor movements.
7. To develop a desire for continuous improvement.
8. To develop a desire for participating in a variety of sport skills as a worthy leisure time activity.
9. To promote an understanding in the student of the nature of his handicap and its limitations, while emphasizing the potentials which may be developed.
10. To give the student a feeling of value and worth as an individual, regardless of his handicap.²

¹Daniels, op. cit., 9, 75.

²Fait, op. cit., 46.

11. To improve the general strength and endurance of individuals who are poorly developed and those returning to school following illness or injury.
12. To provide an opportunity for social and psychological adjustment.¹
13. To correct faulty body mechanics for the purpose of giving the vital organs better opportunity to perform their functions.
14. To build up positive physical fitness by improving muscle tone and by developing functional harmony and poise.
15. To correct and develop habits of attitude toward health and physical activity.
16. To improve and develop habits of individually correct body mechanics in motor ability.²
17. To provide health appraisal to aid in the discovery of deviations from the normal and to make the proper referral.
18. To accomplish needed therapy or correction for conditions that can be improved or removed.
19. To aid in the adjustment and resocialization of the individual when the condition is a permanent one.
20. To protect the condition from aggravation by acquainting the student with his limitations and capacity, and arrange a program within his capacity.
21. To provide students with the opportunity for the development of skills in recreational sports and games within the limits of the disability.
22. To provide students with the opportunity for the development of total fitness within the limits of the disability.

¹Delbert Oberteuffer, Physical Education (New York: Harper and Brothers Publishers, 1958), 394.

²Daniels, op. cit., 82.

23. To provide the students with an opportunity for normal and social development through recreational sports and games appropriate to their age group and interests.
24. To contribute to security through improved function and increased ability to meet the physical demands of daily living.¹
25. To develop the desirable standards of behavior and the ability to get along with others.

States Objectives

The four objectives below were adopted by the state of Illinois as objectives for an adapted physical education program:

1. To develop an understanding in the student of his condition so that he will know how to protect himself from injury and not aggravate his condition through physical activity.
2. To improve the condition through exercise if this is possible. A corrective program should be prescribed only upon the recommendations of the physicians of the students.
3. To teach to the students sports in which they can safely participate and enjoy. (Good posture, play 4 team games reasonably well, perform 4 individual sports reasonably well, dance reasonably well, and things such as shuffleboard, darts, and horseshoes etc.)
4. To provide a rest period for students, upon the recommendation of the physician.²

¹Hilda C. Kozman, Rosalind Cassidy, and Chester O. Jackson, Methods in Physical Education (Philadelphia: W. B. Saunders Company, 1958), 483.

²Health, Physical Education and Safety Department. "Suggested Curriculum Outline In Physical Education For High School Boys and Girls." (Office of Superintendent of Public Instruction, March 20, 1961), 18. (Mimeographed.)

Guiding Principles

The American Association of Health, Physical Education, and Recreation has established a committee on Adapted Physical Education. This committee has set forth the following guiding principles to further define the unique contribution of the adapted physical education program:

1. There is a need for common understanding regarding the nature of adapted physical education.
2. There is a need for adapted physical education in all schools and colleges.
3. Adapted physical education has much to offer the individual who faces the combined problem of seeking an education and living most effectively with a handicap.
4. The direct and related services essential for the proper conduct of adapted physical education should be available to our schools. This includes health examinations, classification for physical education, guidance of the individual students, and a transfer of records on each student from school to school.
5. It is essential that adequate medical guidance be available for teachers of adapted physical education.
6. Teachers of adapted physical education have a great responsibility as well as an unusual opportunity.
7. Adapted physical education is necessary at all school levels.¹

¹Donald K. Mathews, Robert Kruse, and Virginia Shaw, The Science of Physical Education for Handicapped Children (New York: Harper and Brothers Publishers, 1962), 10-12.

Writer's Philosophy for the Adapted and Restricted
Physical Education Program

The writer firmly believes that every high school student should participate in physical education. Any student who is able to attend school is able to participate in a regular physical education class, a restricted or adapted class. The class in which the student will participate will be determined by the family physician.

Permanently handicapped children have physical, social, mental, and emotional needs that can be met only by participating in physical education. These students wish to be treated like other students and be a part of the group. In all walks of life they must experience success and failure. They should not be excused from something just because they have trouble doing it or can not do it well. Through participation they improve their skill regardless of their handicap.

The physical educators must provide activities for the permanently handicapped students in their schools. These handicapped individuals are not excused from the responsibilities demanded of society. Therefore, physical educators must assist these individuals in understanding, compensating for, and living with their handicaps if they are to become accepted members of society.

CHAPTER IV

ORGANIZATION OF THE ADAPTED AND
RESTRICTED PROGRAM

Organizational and Administrative Team

The success of an adapted and restricted program depends upon the full co-operation and interests of several people. This group of people will be referred to as the "team". The members of the team are the physical education teachers, administrators, medical personnel, school nurse, classroom teachers, parents, restricted students, student leader assistants, and the classmates. A brief discussion will be given of the role of each of these people in order to make the program successful.

Physical Education Teacher

The writer of this paper, who is one of the physical education instructors, will be the qualified leader of the team. She will organize, supervise, and administer the program. Personal conferences will be held with the members of the operational team to get their assistance in the organization of the program. The supervisor will then present the program to the administrators for their approval. When approval has been given, steps will be taken to sell the program. This will be

done by sending out information to the doctors, parents, and teachers in the school community. The supervisor will have personal conferences with the doctors in the community to seek their approval and support of the program. Talks will be given at P. T. A. meetings, social meetings; articles will be put in the newspapers as a means of promoting and clarifying the program.

School Administrators

The school administrators will be the ones to decide if the adapted and restricted program should be a part of the physical education program. The writer believes her administrators will approve the program as they have always been interested in the Girls' Physical Education Program. The administrators have always been co-operative and have given the instructor a chance to discuss any problems or ideas she may have had. The administrators should be interested in the education of all the students in regard to each one's needs and capacities.

Medical Personnel

An adapted program could not be attempted without the aid of the medical personnel. These people are the school doctor, school nurse, and family doctors of the students. The school for which the program is being developed has professional assistance available at all times. The school has a nurse who is very co-operative and interested in the physical education program. She will discuss particular students with the instructors

and give them important information about certain students. She gives excuses from participation only if it is absolutely necessary.

The hospital and school doctor are located just across the street from the high school. As a general rule, the doctors do not excuse too many students from physical education. When doctors become familiar with the adapted and restricted program which is being organized, it is hoped they will encourage student participation at all times. If the adapted program is to be a success, co-operation and co-ordination between the medical profession and physical education teacher is a must. The physical education teacher will supervise orders which the doctors prescribe for each of the students in the adapted and restricted program.

Parents

Parents are also very important members of the team. If the parents do not understand the program, they might not want their daughters included in such a program. If the program is not explained, the parents will probably think in terms of regular physical education activity. This being the case, they will be afraid for their girls to participate for fear they will re-injure or further injure themselves. This is the reason for good public relations and publicity for the program. The parents must see the importance and worth-while experiences which will be gained by the participants. Parents who understand the program will be able to encourage their daughters and will contribute to the success of the program by their personal interest in it.

Classroom Teachers

The classroom teachers act as co-ordinators for the team. Each student's case will be discussed with the teachers who have her in class. With an idea of the student's problem and a knowledge of treatment and activities prescribed, the classroom teacher will be able to report if the student is doing what is recommended for her. The teacher can also report information regarding the student's behavior, her acceptance of her disability, and how her classmates accept her. This will give the physical education teacher a picture of what the student is like in other classes, and further help her meet the social and emotional needs.

Student Leader Assistants

In the regular physical education program, student leader assistants are assigned to classes to help the physical education instructor. This type of assistance will also be used in the adapted and restricted program. The assistants will be carefully selected by the supervisor of the program. Each assistant will be assigned duties and responsibilities to help the disabled students carry out the activities planned for them. In this way, more individual help will be available and a greater number of activities will be going on at one time.

Classmates

In the limited experience of six years of teaching, the writer has witnessed acceptance of her permanently and temporarily disabled students by classmates in almost all cases.

Several examples of acceptance could be cited, but one stands out in particular.

The girl in this situation had a crippled foot and leg as a result of polio. She was average in physical skill and liked to play. When teams were selected, she was always among the first chosen. The girls would ask her what position she wanted to play and after she had stated her preference they would take the other positions. She did not want someone to run for her in softball, but would run for herself. She would not make excuses if she made an out or failed to do something correctly. The physical education teacher should see that all students of a class work as a group, regardless of their abilities. The teacher may have to point out to the class that some of the students cannot fully participate in all activities due to doctors' orders. It is also important for the students to know they are not to pity or feel sorry for the disabled students, but to consider them as equals.

The Restricted Students

The students of the adapted program are most important, as the program is centered around them. They must co-operate fully, be interested in the program, accept their conditions, and strive to get the most from the program. By careful guidance and personal relationship, the physical education teacher will help them understand their disabilities. She will try to make them feel they are not different from the other people in the class and make them feel they have much

to offer the group. It is important that she make them realize their accomplishments will depend on themselves.¹

The writer has pointed out the number of people involved in administering an adapted and restricted physical education program. To establish such a program takes careful planning by the person in charge, and co-operation by the team to carry out the plans. Each member of the team must know of what the program consists, how it is to be operated, and what her role is to be.

¹Ivacalre Sprow Howland, Adapted Physical Education in Schools (Dubuque Iowa: William C. Brown Company Publishers, 1959), 3-8.

Qualities of the Instructor of Adapted and
Restricted Physical Education

The writer believes that a physical education instructor must have certain qualities to teach adapted and restricted physical education. The following list has been used by the instructor to rate herself on personal capability to organize and administer such a program.

Qualities of the Instructor

1. She must possess emotional maturity.
2. She must have patience.
3. She must have a sense of humor and an imagination.
4. She must possess careful organizational ability.
5. She must be a careful planner.
6. She must be a strong leader.
7. She must have a thorough knowledge of sport and recreational skills.
8. She must have an understanding of the human body and how exercise affects the body.
9. She must be able to motivate the students.
10. She must possess the ability to understand individual differences.
11. She must be able to understand the handicapped and disabled.
12. She must be able to recognize and use the most effective methods to teach the temporarily and permanently disabled.¹

¹Fait, op. cit., 43-44, 46-55.

13. She must possess guidance ability.
14. She must be willing to devote time and effort to help students accept their difficulty.
15. She must be well liked and able to establish very personal teacher-pupil relationships.
16. She must be able to transfer medical findings or ask for help to translate them.
17. She must like children and like to teach the disabled.
18. She must be able to determine the interests and desires of the students.¹
19. She must be willing to plan and carry out meetings of the team.
20. She must be able to keep confidential material from the students and others involved.
21. She must be sold on the program to sell the program to the students and all concerned.
22. She must be optimistic and encouraging in the approach to the students.
23. She must be enthusiastic in presenting the activities of the program.
24. She must be an example at all times.
25. She must be fully prepared for each class period.
26. She must strive continually to realize the social and spiritual goals in life.
27. She must have a strong desire to serve others.²

¹Daniels, op. cit., 93-97.

²Clarke and Clarke, op. cit., 40-41.

Classification and Scheduling of Classes

Arrangement of Classes

The arrangement of classes can be a big problem; however, there are at least three different ways in which the scheduling can be treated. Permanently or temporarily handicapped students can be assigned to any of the following: (a) to regular classes with modifications, (b) to an adapted class just for them, or (c) a combination of these two types. The school situation would determine the type of program to be set up. There is controversy among physical educators concerning the values of the separate class as opposed to the regular class.

They do agree, however, that in the situations in which disabled students cannot participate to their personal benefit, adapted classes must be set up. If the regular class endangers the students' physical health; if the regular class fails to provide self satisfaction for improvement in skills, physical condition and attitude, the handicapped students should be in an adapted class. The following advantages and disadvantages are given to help the writer decide what type of class arrangement would be best.

Advantages of the Regular Class With Restricted Participation

1. Permits less attention if there are only a few disabled students in the school.
2. Calls less attention to their physical handicaps and differences.

3. Gives the students a chance to further adjust to normal society.
4. Makes them feel a part of the group.
5. Allows normal students to gain better understanding and appreciation from those who cannot participate in all activities.
6. Offers many opportunities for social adjustment.

Disadvantages of the Regular Class with Restricted Participation

1. Student's participation in a regular class may emphasize the disability, and cause her to withdraw.
2. Students lack of acceptance of her own disability may cause her classmates to reject her.
3. Students may fail to receive as much special instruction as they would in a separate class.
4. Students may not get what they actually need as prescribed by their doctors.¹

Physical educators and doctors have reached an agreement that the following are common understandings in regard to scheduling temporarily or permanently disabled students. These will serve as guides in determining the best arrangement of classes for this type of a program.

Guiding Principles

1. Attendance in a regular school situation is

¹Fait, op. cit., 21-24.

preferred whenever a disabled student's needs can be met.

2. Assignment of separate schools and classes should be arranged only for those students whose needs are still unmet after the experiences of the regular school program have been made available to them.
3. Students in separate schools and classes whose progress is such that they may function successfully in the regular school program should return to the regular school program as soon as their improvement warrants such a move.
4. Assignment to special classes, even in a regular school, should be kept to a minimum. Whenever possible, students in special classes in such a school should join with their schoolmates in all general activities.
5. Decisions regarding which kind of class should be made only after careful study of the individual student himself; his disability, his personal traits; and his capacities and limitations.¹

¹Daniels, op. cit., 107.

Scheduling of Classes

Irwin and Reavis conducted a study on practices of scheduling physical education in secondary schools and found that of the schools replying, 65 per cent of the disabled students were in regular classes with modified activities, and 35 per cent were in adapted classes. These facts were based on replies from 77 schools in 21 states. They also found the trend to be toward adaptive sports and away from corrective exercises.¹

Another recent, nationwide study found 65 per cent in regular classes. Of these students in regular classes 34½ per cent did not participate, but watched others play. In the same study 30 per cent were sent to study halls and 5 per cent had adapted classes for the disabled.²

After careful consideration of methods for scheduling, the writer has decided that a combination of the methods would work best in her school. As much as possible, students will be scheduled in regular classes and classified as restricted students. For those who cannot participate on the restricted level, an adapted class will be provided.

In this particular school situation, the scheduling of classes should not present too much of a problem. Regular classes will be scheduled as usual. The restricted students will also be scheduled in regular classes, so no problem will

¹Hughes and French, op. cit., 113.

²Fait, op. cit., 23.

arise here. These students who are classified for adapted class will have to be scheduled at the one particular time set for this class.

There is a school policy which states that students who cannot take physical education must submit a doctor's excuse at any time they cannot participate. The freshmen registration night will aid in the scheduling of adapted and restricted physical education classes. A night is scheduled in the spring at which time all eighth grade students come to the high school and make out tentative freshmen class cards. All of the girls must come to the physical education table to order gym suits. At this time most of the students who cannot take regular physical education will tell the physical education instructor. The instructor should ask every student if they are able to participate in the regular physical education program. The names of those who cannot participate in regular physical education classes will be taken along with their doctors' names and addresses so further contact could be made. This will help the principal in scheduling the adapted class. The freshmen and new students for adapted physical education would have to have physical education scheduled first and their other classes scheduled around this class. The physical education instructor would have to contact the sophomore and junior class guidance people before class schedules are made out. In this particular situation the guidance people help the students make out their schedules for next year. A list of students for the adapted class could be given to them so they could schedule their physical education classes and then

schedule their other classes. There are enough sections of classes that students should be able to get the academic subjects they need. There would have to be a slight change in the physical education instructors class assignment. The instructor teaching the adapted class would have to be assigned five regular classes and the adapted class. The other instructor would have six regular classes.

Scheduling of the Proposed Adapted Class in
the Present Curriculum

The organization for the adapted class has been completed but one more step must be taken. This step is the scheduling of the class in the crowded school curriculum. The writer has studied the physical education class schedules at McHenry Community High School for the past four years. She believes the adapted class should be scheduled during the fourth or fifth period. Records from the past four years, indicate that smaller classes have been scheduled during fourth and fifth periods, which are also lunch periods. These two periods are the shortest periods during the daily schedule. Periods one, two, and three are fifty minute periods; periods six and seven are forty-five minute periods; and periods four, five, and eight are forty minute periods. A small class would do better in a shorter period than a large class would do in a short period. Since there probably would be twelve to fifteen students in an adapted class at one time, it should be during one of the shorter periods. At the present time both instructors are

teaching four of their six classes at the same time. Freshmen and sophomore students could be scheduled together, with one instructor taking the freshmen students and the other instructor, the sophomores. This would make the scheduling of classes a little easier. At the present time, a class of approximately ninety freshmen students are scheduled at the same time and each instructor takes half of the class. After deciding on the tentative time for the class and the reasons for the decision the writer of the paper will go to the administrators to schedule the class for adapted students.

Organization of the Adapted Program

Functional grouping of adapted students is desirable if one is to organize an effective program. These groups will be based on the types of exercises required and the amount of protective care necessary in the individual cases. The groupings to be adopted for each school will depend on the types of cases included in the program.¹

One method of functional grouping that has been suggested and will be used in this program is the unit method. This method is divided into six different areas of which are mentioned briefly below:

Measurement and Evaluation Unit

Some type of measurement and evaluation is going on at all times in the adapted and restricted program. This unit is responsible for all types of tests, special examinations, the results of tests, and reports.

Counseling Unit

This unit is responsible for the orientation of the students, promoting the program, finding out the causes of various conditions, and preparing individual programs for each student.

Developmental and Conditioning Unit

This unit will include those students with very low physical fitness and those students recovering from illness, surgery, or injury. Group exercises and activities will be used in this phase.

Special Exercise Unit

This unit will be for those students with postural conditions, those recovering from injuries or surgery, and those who have special exercises prescribed by their doctors.

Relaxation Unit

A few students may need to learn to relax. This would be part of another unit and would not be used in itself. For example, after special exercises the last five or six minutes could be used to get the body relaxed.

Adapted Activities Unit

This unit will make up most of the program. The activities will be selected to fit the individual needs. Many

activities of the regular program will be modified so that those with disabilities may participate in them. A list of activities appears later in the paper, and the activities for the different handicaps are discussed.¹

¹Clarke and Clarke, op. cit., 51.

CHAPTER V

MEDICAL EXAMINATIONS AND PHYSICAL EDUCATION EXCUSES

Importance of Medical Examinations

Through medical examinations, temporarily and permanently disabled students are placed in physical education classes. These examinations often reveal disabilities that are not obvious, and help to determine the general health of the student. The physical education teacher would not be aware of students who had heart diseases, tuberculosis, diabetes, epilepsy, anemia, allergies, dysmenorrhea, etc., if she did not receive a doctor's excuse or was not told by the student. The medical examination (required for the freshmen students by their family doctors) designates whether students should be placed in a regular, a restricted, or adapted physical education class.

In regards to the sophomore and junior students, the the physical education instructor will have information on them from their freshmen year. Any students who appear to be doing less than they should be doing will be called in and talked to by the instructor and if necessary referred to the nurse. If the instructor sends the student to the nurse, it would be after the instructor had talked to the nurse about the student. This will give the nurse a general idea of the situation so she will know how to talk to the student. The nurse and physical edu-

cation teacher will suggest many times that a student see her family doctor. Students who are constantly asking to be excused from physical education class are sent to their doctors. An alert physical education teacher is very helpful in spotting students with difficulties, and in seeing to it that these students are referred to medical help.

Medical Examination Forms and Letters

The following medical forms and letters will be used to make the adapted and restricted program more successful. Before the program is put into practice the local doctors will be contacted personally by the physical education instructor. She will discuss the program with them and explain the form letters to be used. Form letter (A) will be used to excuse a student from regular physical education class. The doctor will be given a supply of this form and asked to fill it out each time he excuses a student from class. The form will then be mailed to the school. If a student has a family doctor in another town she will have to pick up a form letter from the physical education instructor to take to her doctor.

The doctor will also be given a form to reclassify a student. Form letter (B) will be used for this purpose. The doctor will have these forms and send them back to the school by the student. The student will present this form to the instructor to get into a regular physical education class. This is for the protection of the student, the teacher, and the school. Some students want to participate in regular physical education so

badly they will say their doctor has released them when the doctor has not done so.

Form (C) is a letter to be sent to the parents of those students in restricted and adapted physical education classes. This letter will help parents become acquainted with the program, clarify questions, encourage conferences with the instructor, and inform them of the activities in which their daughters will participate. A duplicate copy of Form-B will be sent to the parents, so that they will know what the doctor has recommended for their daughters.

Many times the physical education instructor finds it difficult to interpret and understand the medical excuse received from a doctor. The writer is under the opinion that an athletic trainer's reference book would be of value.

A suggested reference is Dayton's book, Athletic Training and Conditioning.¹

¹O. William Dayton, Athletic Training and Conditioning New York: The Ronald Press Company, 1960).

GIRLS' PHYSICAL EDUCATION DEPARTMENT
McHenry High School
McHenry, Illinois

Doctor _____ Student _____
Date _____

The physical education department offers a wide variety of activities for all girls in our school. These activities are modified to fit the needs of each student, regardless of her physical condition. Any student unable to participate in regular physical education activities may participate in restricted and adapted classes.

The following activities are offered in the program. Please place an X for those activities in which the above named student can participate without restrictions. If the student can participate in activities with restrictions, check these activities with an X and indicate the restrictions. Please return by mail as soon as possible.

<u>Team Games</u>	<u>Restrictions</u>	<u>Individual Games</u>	<u>Restrictions</u>
<u>Basketball</u>	_____	<u>Aerial Darts</u>	_____
<u>Cageball</u>	_____	<u>Archery</u>	_____
<u>Hockey</u>	_____	<u>Badminton</u>	_____
<u>Kickball</u>	_____	<u>Calisthenics</u>	_____
<u>Soccer</u>	_____	<u>Deck Tennis</u>	_____
<u>Softball</u>	_____	<u>Miniature Bowling</u>	_____
<u>Speed-a-way</u>	_____	<u>Miniature Golf</u>	_____
<u>Speedball</u>	_____	<u>Paddle Tennis</u>	_____
<u>Volleyball</u>	_____	<u>Ping Pong</u>	_____
		<u>Relays</u>	_____
		<u>Shuffleboard</u>	_____
		<u>Stunts & Tumbling</u>	_____
		<u>Trampoline</u>	_____
		<u>OTHERS</u>	_____

I have examined this student and recommend she is to participate in _____ restricted or _____ adapted physical education. (Check One).

She is to participate in these activities from _____ to _____
(dates)
or for _____ semester.

Signed _____

Date _____

Return To Class Permission Form

Doctor _____ Student _____

Date _____

I have re-examined _____ and have given her my permission to return to regular physical education class, with no modifications or restrictions of activity.

She may return to regular activity as of _____ (date).

Signed _____

Date _____

Please return by the student.

(or)

Change of Class Permission Form

Doctor _____ Student _____

Date _____

I have re-examined _____ and have given her my permission to participate in restricted physical education class with the following restrictions marked on the enclosed form.

She may return to restricted activity as of _____ (date).

Please send by mail with the restriction sheet.

Signed _____

Date _____

GIRLS' PHYSICAL EDUCATION DEPARTMENT
McHenry High School
McHenry, Illinois

(date)

Dear _____:

The Physical Education Department offers a wide variety of activities for all the girls in the school. These activities are modified for the girls who cannot participate in regular physical education activities.

Your family doctor has examined your daughter and recommended the activities in which she should participate at this time. A copy of the doctor's report is being sent to you so you will know what your daughter will be doing in physical education class.

We hope these plans meet with your approval. We would be happy to discuss your daughter's program with you. Please feel free to call the high school office at your convenience and make an appointment with us.

Sincerely,

Lorraine Frantz
Instructor

Enclosure: 1

Physical Education Excuses

The number and types of excuses a physical education instructor receives are for every imaginable cause. This includes those written by parents and by family doctors. To handle this problem, definite policies must be set up for the department.

At McHenry High School, the physical education department has set up a list of regulations, and each girl receives a copy of these policies the first day she is in class. These policies are discussed so all of the students know what is expected of them. A copy of these regulations has been placed in the appendix-C of the paper and is found on pages 75-78. The physical education instructor makes an announcement in all of her classes for those girls unable to participate in all physical education activities to sign up for a conference with her. At this conference, the instructor finds out what these activities are for each of these students to get the forms filled out by their family doctors. In the past, these girls have been sent to study halls during the activity in which they could not participate. With the restricted and adapted program they will be able to stay in class. It is hoped that by establishing an adapted and restricted program, the number of excuses will be reduced.

In the four year period (1959-1963), the study revealed that, of the 1750 students enrolled in physical education classes, 257 students or 14.69 per cent were excused from class and 1493 students or 85.31 percent participated all year.

Possible Disabilities Requiring Adapted or Restricted Classes

This list has been drawn up from the writer's past experiences in teaching. The writer has included the types of disabilities and conditions of students for which excuses were granted from physical education classes the past four years at McHenry High School. Doctor's excuses were written by thirty-five doctors during this four year period. The names and addresses of these doctors are listed in appendix-D pages 79-80. The types of disabilities included in the program would depend on the decisions of the doctors, therefore, a complete list is not possible at this time. There are many disabilities and conditions that will call for adapted and restricted classes. The severity of the condition will be the determining factor for classification.

Table 3 appendix-E is a list of specific conditions and disabilities of McHenry High School students requiring excuses from physical education classes. This table is found on page 81.

General List of Conditions and Disabilities

Appendix (Chronic)	Eyes, Ears, Mouth and Throat
Asthma - Allergy - Anemia	Fainting
Broken Bones	Hernia and Menstrual Difficulties
Cerebral Palsy and Congen-	Infections
ital Defects	Injuries to all parts of body

Diabetes

Epilepsy

Nervous Conditions

Rheumatic Fever and Heart

Skin Conditions

Health (General) weight, aches
and pains, arthritis)

Polio and Postural Deviations

Respiratory Illnesses and Tuberculosis

Surgery

CHAPTER VI

CRITERIA FOR SELECTING ADAPTED AND RESTRICTED ACTIVITIES

Criteria for Activities

In setting up an adapted program the physical education instructor must decide what activities are to be included in the program and how these activities can best be adapted. Howland suggests the following as criteria and able guides for choosing and administering activities on the adapted and the restricted level.¹

Time Allotment in Participation

1. Length of time for participation is of greatest importance.
2. Individuals are able to participate for different lengths of time.
3. Participation time is determined by the doctor and by trial in class.
4. Instructors in physical education must be able to recognize signs of fatigue and be alert for these signs.
5. Student's participation time will vary for each activity.

¹Howland, op. cit., 75-76.

6. Students will have to learn to judge how long they can participate.

Placement for Participation

1. Proper placement is very important for the safety of the students.
2. Proper placement is necessary for success in an activity.
3. Proper placement for protection against aggravation of the disability is important.
4. Proper placement allows the student to be able to participate for a longer period of time.
5. Proper placement of students with more severe difficulties requires less energy to accomplish what they are doing.

Modifications of Equipment and Rules

1. Success of an activity may call for substituting lighter balls, lighter bats, lower nets, smaller courts, etc.
2. Rules can be changed to meet the needs of the students.
3. Rules can be changed to meet the needs of individuals.
4. Rules can be changed to make the activity fun for the participants.
5. Students can help establish rules they want to use.
6. Rules can be made more challenging as the group becomes better skilled and co-ordinated.

Adaption of Skills Within the Activity

1. Study ways of adapting skills for the students.
2. Work on basic motor skills (running, walking, jumping, leaping, hopping, throwing, catching, turning, etc.).
3. Adapt elements of time, space, and effort to meet the activity.
4. Adapt skills for different body disabilities.
5. Replace complex skills with simple skills.¹

Development of a Special Skill

1. Instructor should be alert for special aptitudes of the students.
2. A high degree of skill in just one activity will do a lot for a student.
3. Students could become more skilled because of their limitations than in spite of them.
4. Students with a handicap may have a higher desire and will try harder than non-restricted students.²

Other Suggestions of Importance

1. Keep the classes small.
2. Use group activities as well as special exercises whenever possible.

¹Ibid. 76.

²Ibid. 77.

3. Have equipment ready so time is not lost in getting ready for class.
4. Have students help with the equipment.
5. Teach students their personal exercises so they can go ahead with them and not waste time.
6. Keep a file on all exercises used in the program for future reference.
7. Have variety in the program.¹

¹Clarke and Clarke, op. cit., 52-53.

Activities of the Regular Physical Education Program

The following list of activities are offered in the regular physical education program at McHenry High School. These are given to show the possible activities in which the restricted and adapted students will participate if such a recommendation is made by the doctor. Other activities will be added at the request of the doctors.

Team Games

Basketball
Cageball
Hockey
Kickball
Soccer
Softball
Speed-a-way
Speedball
Volleyball
Volley Tennis

Dance

Square and Folk
Modern Dance
Mixers
Social Dance

Co-Rec (Juniors)

Volleyball

Individual Games

Aerial Darts
Archery
Badminton
Calisthenics
Deck Tennis
Fencing
Miniature Bowling
Miniature Golf
Paddle Tennis
Ping Pong
Relays
Shuffleboard
Stunts and Tumbling
Trampoline

Miscellaneous

Darts	Clue
Chinese Checkers	Cards

Explanation of Possible Activities Listed

It is difficult to list specific activities in which each group of disabled students might participate. This is due to the fact that each individual is different and a program is developed just for her. For example, two students that have had polio would not be able to do exactly the same things. The activities engaged in would be determined by the doctor and by the degree of the student's disability. Activities will be changed and added as students are ready for them. For this paper, the writer grouped the disabilities into three types in order to accomodate disabilities that were similiar as far as activity ability would go. These three types are: (a) orthopedic, (b) neurological, and (c) medical, surgical, and sensory.

Team games, individual games, and dance activities are listed for the different groups. General exercises and specific exercises recommended by the student's doctors will be included in the three areas. Jessie F. Williams believes that the defects of handicapped or disabled individuals can be improved a good deal by exercise.¹

¹Jessie F. Williams, The Principles of Physical Education (Philadelphia: W. B. Saunders, 1954), 114.

Orthopedic Disabilities

Orthopedics is that branch of surgery which deals with the treatment of diseases of the bones and joint injuries. The orthopedic disability group also includes minor sprains and strains as well as severe joint disabilities.¹

1. Joint Injuries and Disabilities

- a. Specific exercises prescribed by the doctor.
- b. General exercises for the particular joint.
- c. Quiet games.
- d. Recreational games.
- e. Number shooting in basketball.
- f. Aerial darts, badminton, paddle tennis.
- g. Ball handling skills.
- h. Source for exercises. (Stafford - 13-148).²

2. Arthritis and Congenital Deformities

- a. Exercises, specific and general.
- b. Quiet games, and dancing.
- c. Recreational games.
- d. Physical fitness.
- e. Stunts and tumbling (limited).
- f. Volleyball, basketball and related skills.
- g. Hockey, soccer, speedball (limited).

¹Clarke and Clarke, op. cit., 217.

²George T. Stafford, Exercise During Convalescence (New York: A. S. Barnes and Company, 1947), 130-148.

3. Bone Disorders

- a. Work for building up physical fitness.
- b. Specific and general exercises.
- c. Quiet games.
- d. Recreational activities.
- e. Archery.
- f. Individual games.¹

4. Postural Disabilities

- a. General and specific exercises.
- b. Sources for exercises.
 - (1) Fait - 107-115.
 - (2) Daniels - 321-334
 - (3) Rathbone - 237-248, 153-283.²
 - (4) Howland - 121-159.
 - (5) Clarke and Clarke - 192-215.
- c. Team games.
- d. Individual games.

¹Clarke and Clarke, op. cit., 220-221, 224, 231-232.

²Josephine Rathbone, Corrective Physical Education (Philadelphia: W. B. Saunders Company, 1959), 153-283.

Neurological Disabilities

Neurological disabilities are those in which the nervous system has been affected. In this group are those students with cerebral palsy, polio, epilepsy, and muscular dystrophy. In many cases, the students will be crippled and will have lost the use of some parts of their body. These students will probably require the use of crutches or wheel chairs. As a result, special activities must be planned for each student.¹

1. Cerebral Palsy

- a. General conditioning exercises.
- b. Specific exercises.
- c. Relaxation and muscle control.
- d. Dance.
- e. Archery.
- f. Recreational games.
- g. Horseshoes, croquet.
- h. Simple running games and relays.
- i. Deck tennis, aerial darts, paddle tennis.
- j. Badminton, trampoline.
- k. Simple volleyball, basketball and ball handling.²

2. Epilepsy

- a. General and specific exercises.
- b. Games and relays.

¹Clarke and Clarke, op. cit., 257.

²Fait, op. cit., 230-231.

- c. Basketball, volleyball, softball.
- d. Kickball, soccer, speedball, speed-a-way.
- e. Aerial darts, deck tennis, paddle tennis.
- f. Badminton, ping-pong, shuffleboard.
- g. Archery.
- h. Trampoline.
- i. Team games---the emotional stability would determine whether or not the student could participate.¹

3. Polio

- a. Archery.
- b. Ping-pong, shuffleboard, horseshoes, croquet.
- c. Basketball (free throws, number shooting, simple game).
- d. Volleyball, softball.
- e. Badminton, aerial darts, deck tennis, paddle tennis.
- f. Dance.
- g. For those with upper limb conditions--soccer, speedball, speed-a-way, and trampoline.²
- h. Source for exercises. (Stafford 199-228).³

¹Daniels, op. cit., 424.

²Fait, op. cit., 194-198.

³Stafford, op. cit., 199-228.

Medical, Sensory, and Surgical Disabilities

This group will probably be the largest group of disabilities the adapted teacher will have. Students who have had rheumatic fever or tuberculosis, or have cardiac conditions, asthma, allergy or are anemic will be placed in this group. Also a large part of this group will be made up of those students returning from illness, injury or surgery, requiring limited participation in the physical education program.

1. Anemia, Allergy, Asthma

- a. General exercises to improve total fitness.
- b. Activities with no vigorous amount of running.
- c. Dance.
- d. Badminton, paddle tennis, aerial darts, darts.
- e. Shuffleboard, ping-pong horsehsoes, croquet.
- f. Fencing.
- g. Volleyball, basketball number shooting, and skill practice.
- h. Ball handling skills.
- i. Trampoline.¹

2. Cardiac Conditions, Rheumatic Fever, Tuberculosis

- a. General exercises for fitness improvement.
- b. Shorter time for participation.

¹Daniels, op. cit., 477-478, 480.

- c. Relaxation and quiet social games, (commercial).
 - d. Checkers, dominoes, chinese checkers, cards, croquet, horseshoes, darts, shuffleboard, badminton, ping-pong, paddle tennis, aerial darts, deck tennis, archery, basket shooting.
 - e. Volleyball, kickball, cageball, ball handling.
 - f. Dance.
 - g. Trampoline (simple skills).
 - h. Source for exercises. (Stafford 149-167, 229-243).
3. Convalescent students (surgery, illness, injury).
- a. General and specific exercises.
 - b. Volleyball, basket shooting, ball handling.
 - c. Ping-pong, shuffleboard, deck tennis, darts.
 - d. Aerial darts, badminton, croquet, horseshoes.
 - e. Archery.
 - f. Running and team games later on.¹
 - g. Source for exercises. (Stafford 35-129).
4. Diabetics
- a. General exercises.
 - b. Volleyball, basketball skills, and activity.
 - c. Kickball, cageball, relays.
 - d. Recreational games, stunts and tumbling.
 - e. Trampoline, dance, quiet games if necessary.²

¹Ibid. 373-376, 503, 480, 404.

²Clarke and Clarke, op. cit., 307.

Chapter VII

ADMINISTRATION OF THE PROGRAM OF ADAPTED AND RESTRICTED PHYSICAL EDUCATION

Conference Plan for a Student in Restricted Physical Education

An individual conference will be held with each student placed in restricted physical education. The instructor and student will meet at the beginning of each activity to plan what is to be expected of her in that particular activity. The following is a sample conference procedure.

- I. Place of meeting.
 - A. Physical education instructor's office.
 - B. Time----scheduled by student and instructor.
- II. Materials needed.
 - A. Student folder.
 - B. Activities list.
- III. Material to be discussed.
 - A. What activities the student can do.
 - B. What activities the student can do with restrictions.
 - C. What activities she cannot do. (See doctors report).
 - D. What regulations should be followed.
 1. Costume requirement.

2. Roll call procedure.
 3. Shower requirements.
- E. What the grading system will be.
- F. What participation requirements need to be changed.
1. Warm up exercises.
 - a. Those student cannot do.
 - b. Those exercises recommended by doctor.
 - c. The number she should do.
 - d. The way she should do them.
 2. Participation in the Activity.
 - a. Example - hockey unit, student cannot run a lot because of a heart condition.
 - (1) Do all drills she can do.
 - (2) Do each running drill at least once or twice, with rest in between.
 - (3) Practice drills needed for the position she will be playing.
 - (4) Practice drills while others are playing the game.
 - b. Playing the game.
 - (1) Have an understanding with the other students, as to positions allowed to play.
 - (2) Have an understanding that she may try to play another position if she would like, and is not restricted by the doctor.

IV. Stress these points.

- A. Students should do as much as their condition permits.
- B. Students should know when they are reaching the point of caution.
- C. Instructor and student must work together to carry out the doctors' orders.
- D. Students shall ask questions about any unclear matter.

V. Instructor (as a counselor) should:

- A. Make the student feel at ease.
- B. Encourage the person to express true feelings.
- C. Listen, provide information and help.
- D. Develop a positive outlook.
- E. Use motivational approaches effectively.¹

¹Ibid. 153-155.

Conference Plan for a Student in Adapted Physical Education

An individual conference will be held for the student in the adapted class so that student and teacher may plan the program for each individual as prescribed by the doctor. The type of conference will be much the same as the conference with the restricted student, but the instructor will have to work more closely with the doctor.

I. Place of meeting.

- A. Physical education instructor's office.
- B. Time - scheduled by student and instructor.

II. Purpose of meeting.

- A. To help the student understand the type of program recommended for her.
- B. To discuss what can be gained by such a program.
- C. To show the student she is an important member of the class and that you have an interest in her.
- D. To plan the activities for her for that quarter.
- E. To motivate and sell the program.

III. Materials needed.

- A. Student folder.
- B. Activities list.

IV. Materials to be discussed.

- A. Medical report from the doctor.
 - 1. Activities recommended for her.

2. Exercises recommended for her.
 3. Student's condition as described by doctor.
 4. Things necessary for student to know.
- B. Regulations for the student.
1. Costume requirement.
 2. Roll call procedure.
 3. Shower requirements.
- C. Participation (with modifications).
1. Team sports she can do, if any.
 2. Individual sports she can do.
 3. Exercises she can do.
 - a. Those prescribed by the doctor.
 - b. Reasons for each exercise.
 - c. Purpose for each exercise.
 - d. Group exercises, led by the class.
 4. Drills (simple with modification).
 5. Activities and playing of the game.
 6. Tournaments.
- V. Purpose of class as determined by the instructor and student.
- A. To learn to have fun together.
 - B. To carry out doctor's orders.
 - C. Others.
- VI. Stress the following.
- A. Student should do as much as her condition will permit.

- B. Students should know when she is doing too much for her condition.
- C. Instructor and student must work together to carry out the doctors' orders.
- D. Students can help plan what they want to do.
- E. Student progress may be slow, but avoid discouragement.
- F. Others.

VII. Student should ask about any unclear matters.

Safety Precautions for Classes

Safety precautions are a must in any physical education activity and especially for adapted physical education. Statistics show that more unnecessary accidents occur in physical education classes than in any other area of the school. Statistics taken for adapted physical education programs show evidence of a considerably lower percentage of injuries. This is probably the result of greater safety precautions by the instructors and the students.¹ The following list of safety requirements will be used in the program.

Safety Precautions

1. Prevent overexertion of the students.
2. Remove all physical hazards.
3. Help students learn how much they can do without harm to their bodies.
4. Watch those students who aren't afraid of anything and are overanxious to try everything.
5. Select activities and drills carefully for poorly co-ordinated students who are prone to injury.
6. Check equipment to see that it is safe for use.
7. Stress specific safety measures for each activity.
8. Keep equipment off the floor when no longer in use.
9. Stress safety for each other.
10. Supervise closely at all times.

¹Fait, op. cit., 37.

11. Select types of activities carefully for each person and the group.
12. Place the activities with due regard for the movement of people and materials used in each activity.
13. Watch for signs of fatigue; be a keen observer at all times.
14. Use protective equipment when necessary. (Glasses guards, knee guards, etc.).
15. Insist on cleanliness of equipment and facilities to prevent the spread of disease.

Student Records

Accurate, up-to-date records must be kept for all students in the restricted and adapted classes. These records will be kept by the physical education instructor. She will have a designated area in her files for restricted physical education materials and a specific area for the adapted physical education materials. Each student will have a folder with her name on it. Any material received about this student or a copy of any material sent out about the student will be placed in the folder. In this way all material for a given student will be together and easy to find when needed. The following material will be in each folder:

1. Health records.
2. Form A and B from the doctors.
3. Any correspondence received or sent out concerning each student.
4. Excuses from parents.
5. Guidance material.
6. Progress charts.
7. Program for the student.
8. Schedule of classes.
9. Cumulative records of skill tests.
10. Conference materials.

These materials will be helpful in further planning of activities for the students.

Grading and Evaluating the Students of the
Adapted and Restricted Program

Grading the Students

The writer believes that the students in her restricted and adapted physical education classes should receive a grade in physical education. These students are in class five days a week, they receive one-fourth credit for a year in physical education, they have certain requirements to meet, and therefore, they should receive a grade. A grade would cause them to work harder in the activity.

The method of grading for these classes will be similar to the grading in regular physical education classes. In this way the students will feel that they are no different from the students in regular physical education classes. Two authors, Daniels² and Fait² indicated the grading system for adapted students should be designed to measure the extent to which each student achieved the objectives set up for her in that particular activity. The writer fully agrees. Students will be graded on: (1) attitude and effort (2) participation and co-operation (3) points accumulated for showers and costume (4) written tests and quizzes on rules (5) skill, based on objectives for each student and (6) skill tests. The grading scale must be flexible to meet the needs of each student. The instructor will grade each

¹Daniels, op. cit., 183.

²Fait, op. cit., 58.

student as fairly and as objectively as possible.

Evaluation of the Students

Evaluation is very important in anything we do and people are evaluating continually whether they realize it or not. In an adapted and restricted physical education program evaluation must be a continuous process in order to see how much progress is being made or what can be done to further the progress. For this paper, evaluation is defined as the establishment of values desired in a given situation and an approach to find out where the individual is as related to the pre-determined values.¹ The teacher must decide if she is making these student go too fast, not making them go fast enough, or if she should change any of her teaching methods.

According to Hammock and Owings, the concept of evaluation has four important characteristics. These four concepts should be helpful to the writer as the instructor and supervisor. The first concept is: in order to plan for the future we must evaluate the present as to what has been done. In so doing we should be able to give constructive criticism and help our students and student assistants know what is being done well and what needs to be worked on the most. The second concept is: evaluation appraises progress toward determined goals. Sometimes it is difficult to recognize if progress is being made, but with the aid of evaluation sheets, progress charts, and

¹Kimball Wiles, Camille Brown, and Rosalind Cassidy, Supervision in Physical Education (Englewood Cliffs, New Jersey: Prentice-Hall Incorporated), 320-321.

cumulative test records, progress can be determined. The third concept is: evaluation is accomplished by those who participated in the enterprise being evaluated. This means all of those concerned with the activity of each student should help in the evaluating. Each person concerned will analyze what was good, what was wrong, how the lesson could be improved, and what was gained from the lesson. This evaluation will be done by the instructor, student assistants, students themselves and the doctors. The fourth concept is: evaluation is diagnostic and continuous.¹

By continuous evaluation the instructor is able to see the amount of improvement made from week to week. The writer would also like to point out that after the evaluation has been made, one is not through. The instructor will use the results found to the best advantage for all concerned.

This evaluation takes place in several forms. The following are a few methods of evaluation that will be used by this instructor for determining the students' grade and progress for the quarter.

1. Daily observation.
2. Progress charts.
3. Modified skill tests.
4. Quizzes.
5. Written tests.
6. Cumulative records.
7. Student evaluation of self.

¹Robert C. Hammock, Supervision Instruction In Secondary Schools (New York: McGraw-Hill Book Company, Incorporated, 1955), 216.

Supervision of the Student Leader Assistants

As was pointed out earlier, the writer of this paper will supervise the program. The greatest responsibility then will be the supervision of the disabled students as well as the student leader assistants. In assuming a supervisor's role, it becomes apparent that the writer must understand the word supervision.

Since it first appeared in the early seventies of the past century the word has gained many meanings as reported by Coffman.¹ A definition to explain what supervision means in relationship to student leaders, disabled students, and the organizational team follows: Supervision is an effort to stimulate and guide the continued growth of all concerned, for a better understanding and more effective performance of all the functions necessary to meet the needs of all students, and enable them to perform more easily and effectively.²

If a supervisor is to do the best possible job it is necessary to draw up a set of principles to refer to in order to see if she is accomplishing what she set out to do.

These principles should be set up by the supervisor and should be made available to all concerned. The following set of principles for supervision in physical education will be of help to the writer as a supervisor.

¹Leslie W. Irvin and James H. Humphrey, Principles and Techniques of Supervision In Physical Education (St. Louis: The C. V. Mosby Company, 1954), 17.

²Charles W. Boardman, Harl R. Douglas and Rudyard K. Bent, Democratic Supervision In Secondary Schools (Boston: Houghton Mifflin Company, 1953), 4-5.

Principles of Supervision

1. Leadership starts with identifying the problems of both the individual and the group.
2. Leadership meets both individual and group needs.
3. Leadership regards the individual and his environment as an interacting unity.
4. Leadership is a responsibility shared by group members.
5. Leadership seeks new and better ways of working.
6. Leadership helps individuals to work with others for the common good.
7. Leadership helps individuals to be responsible group participants.
8. Leadership acts consistently with democratic values.
9. Leadership demonstrates expertness in the educational field.¹
10. Supervision is a pupil-centered function.
11. Supervision should be planned on the basis of valid objectives of physical education.
12. Supervision must give utmost consideration to human relations.
13. Supervision should be founded on a basis of cooperative leadership.
14. Supervision should call for flexibility in the employment of techniques.
15. Supervision should make optimum use of all available facilities.
16. Supervision should operate so far as possible on the basis of scientific evidence.
17. Supervision must be evaluated to be effective.²

¹Wiles, Brown, and Cassidy, op. cit., contents.

²Irwin and Humphrey, op. cit., 22-24.

18. The supervisor's major concern is the learning situation in which each child functions.
19. Supervision must help teachers develop abilities which lead to improved instruction.
20. Supervision must coordinate the physical education program with the total school program in the interests of achieving the greatest growth of each child.¹

Before the supervisor assumes her responsibility to supervise and lead, she must determine the type of role she is going to play as a supervisor. This can be done by determining the type of leadership she feels to be the most desirable. To determine the most desirable type of leadership the supervisor should ask herself the following questions: Are you one who understands the difference between democratic supervision and laissez-faire supervision and believes the student leader should handle the situation in the way they see fit? Do you want to be the type of leader who stresses her point of view and guides people into doing what you want them to do? Last, are you the type of supervisor who helps the students and student leaders determine what they are going to do, how they are going to do it, ways in which they can improve, and evaluate the process? Are you going to work "on the group," "for the group" or "within the group"?

To be the most desirable supervisor one should choose to work within the group. By working within the group the supervisor will be accepted by those she supervises. This

¹Ruth Evans and Leo Gans, Supervision of Physical Education (New York: McGraw Book Company, Inc., 1950), 10-11.

will make the students feel more at ease, permit them to gain poise, and feel they could turn to their supervisor for any help they might need.

The supervisor must make plans for her work. Just because she has student assistants does not mean her planning can stop. If anything, the opposite takes place. She will have to make plans to meet her needs, those of the student assistants, and the needs of the disabled students. Considerable time and effort must be put forth to construct a flexible plan from which to work. This plan must include experiences to meet the students' needs, problems, and interests.

The supervisor must decide what procedure she is going to follow in regard to the student leader assignments. To determine this procedure she should ask herself these questions: Should the student leaders select activities with which they want to help and then work this into her plan? Would it be of more value for the supervisor to go over her plan and have the student leaders choose the activities with which they feel most qualified to help? The least desirable way would be for the supervisor to assign the activities to student leaders. This is defeating the purpose of working together. It is important, however, to try to get the student leaders to do some activities in which they are less sure of themselves, if they are to grow in assisting experiences.

It is important for the supervisor to have a conference with the student assistant leaders to acquaint them with the program. This gives the supervisor a chance to familiarize the student

leaders with routine matters.

What should be discussed at this conference? First of all, the student leaders should be told what is expected of them and the limitations in which they will work. The student leaders should have a general idea as to what decisions they may make without the consent of the supervisor. Secondly, the student leaders should know that your way is not the only way of doing something. Encourage suggestions from them, so their ideas may be as good as yours. If this atmosphere is developed, constructive criticism will be more readily accepted. The supervisor should also prepare the students for the method of teaching which she is using and let them observe this method. Fourth, the student leaders should be encouraged to ask questions about details they do not know. At this time talk over any problems or questions about which the leaders may be concerned.

This conference would be a good time to go over the procedure for taking roll, checking for proper costume, and recording points that are taken off, recording of showers, and other routine matters. It would be helpful to give the student leaders a copy of the physical education regulations that are passed out to the students, as most of this information is included on the requirement sheet. By presenting them with this material ahead of time, they will become familiar with it and be more at ease and efficient when the time comes for the actual use of this material. By having this requirement sheet, the student leaders will be able to learn the requirements and if they are questioned about them by the students, they have a better chance to know the answers. It would probably be wise for the

supervisor to go over the grading system used for the adapted and restricted program. Discuss criteria on which the students are to be graded and what part of the grade is determined by each. Stress the importance of grades and assure the student leaders that the marks they give each student will be considered in making out the final grade.

The supervisor and student leaders should understand what is expected of each other. The following lists could serve as the basis for discussions to encourage understanding:

Expectations of the Student Leaders

1. She should be honest and sincere.
2. She should be prompt and on time.
3. She should carry out responsibilities to the best of her ability.
4. She should respect the supervisor and students.
5. She should be willing to try in everything she does whether old or new to her.
6. She should be interested in better development of skill.
7. She should be interested in physical education.
8. She should have a neat appearance.
9. She should cooperate with supervisor and other people with whom she is working.
10. She should have no prejudices.
11. She should have no "teacher's pets".
12. She should be able to handle most of the discipline problems and ask for help if she cannot handle them.

13. She should make classes interesting.
14. She should have patience in working with children and in her work when things do not go right.
15. She should ask about things she does not understand.
16. She should seek new and better ways of doing things, and use creativeness.
17. She should evaluate herself and her work.
18. She should keep in mind she will grow by success, failure, and mistakes.
19. She should be able to take constructive criticism.

Duties of the Supervisor

1. She should work with individuals and within the group.
2. She should use democratic procedures in her work.
3. She should see individual and group needs and do all she can to meet these needs.
4. She should always try to seek better ways of doing things.
5. She should be an expert in her field.
6. She should be a part of the group and not consider herself better because she is the supervisor.
7. She should be honest and sincere to the student leaders and in her work.
8. She should look for strong features of any individual as well as the weak points.
9. She should keep an "open-door" to all staff members, students, and student leaders.
10. She should develop an atmosphere in which the student leader is unafraid.

11. She should encourage creativeness by the student leaders.
12. She should accept others ideas openly and evaluate them.
13. She should be interested in people and their problems, interests, success, and mistakes.
14. She should be cheerful, friendly, courteous and polite.
15. She should give credit where credit is due.
16. She should be a good listener and serve as a counselor for her student leaders.
17. She should keep accurate records for the future.
18. She should plan and conduct meetings and conferences.
19. She should study and improve the curriculum.
20. She should help the student leaders develop confidence in themselves and in their students.
21. She should help student leaders learn to evaluate.
22. She should observe leaders and give constructive criticism.
23. She should build and maintain morale.
24. She should help the student leader believe in herself.
25. She should guide student leaders in the use and selection of materials for instructional help.¹

The supervisor should keep adding duties as she does them, or they could be added from her reading or discussions with other supervisors. The supervisor is not expected to do all of these things all of the time but should be aware of them and do them as the need arises.

¹Ibid. 21-26.

CHAPTER VIII

CONCLUSION TO THE PAPER

The writer certainly hopes this adapted plan will become a part of the Girls' Physical Education program at the McHenry Community High School. This will enable the department to offer a complete program in physical education, such as defined by Havel and Seymour: a complete physical education program includes participation for handicapped and disabled students who cannot fully engage in the program provided for those who are capable of engaging in all activities offered.¹ The writer believes it is time for the McHenry High School to meet the needs of all of its students. The physically disabled students demand the same type of program as the normal students. Their needs, interests, and desires must be met if they are to develop into accepted members of society.

The writer's philosophy, aim, and objectives for adapted and restricted physical education served as guides for writing this paper. An attempt has been made to develop a plan that will successfully meet the needs of those for whom it is planned. This physical educator will receive great pleasure in planning, observing, and working with the students who are enjoying physical education for the first time.

¹Richard C. Havel, and Emery W. Seymour, Administration of Health, Physical Education and Recreation (New York: The Ronald Press Company, 1961), 261.

APPENDIX

WILLIAMS BATHS
EZEASE
COTTON CONTENT

TABLE 1

ESTIMATED PERCENTAGES OF HANDICAPPED STUDENTS
WHO MAY NEED
ADAPTED PHYSICAL EDUCATION¹

Classification of Condition	Percentage
Low Physical Fitness	4 to 5 %
Poor Body Mechanics	4 to 5 %
Nutritional Disturbances	1 to 2 %
Visual Handicaps	3 to 5 %
Auditory Handicaps	1 to 2 %
Cerebral Palsy	less than 1 %
Cardiopathic Conditions	1 %
Arrested Tuberculosis	less than 1 %
Diabetes	less than 1 %
Anemia	less than 1 %
Asthma and Hay Fever	4 to 5 %
Hernia	less than 1 %
Dysmenorrhea	25 to 30 % female enrollment

¹Fait, op. cit., 21.

TABLE 2
JUSTIFICATION OF AN ADAPTED PROGRAM FOR McHENRY HIGH SCHOOL

School Year:	1959 - 1960		1960 - 1961		1961 - 1962		1962 - 1963	
Period of Time Excused from Physical Education	Number of Students Excused	Percent- age of Students Excused	Number of Students Excused	Percent- age of Students Excused	Number of Students Excused	Percent- age of Students Excused	Number of Students Excused	Percent- age of Students Excused
1 to 1½ Weeks	13	3.19%	5	1.25%	4	.93%	27	5.29%
2 to 2½ Weeks	13	3.19%	7	1.75%	8	1.85%	18	3.53%
3 to 3½ Weeks	5	1.20%	3	.75%	4	.93%	11	2.16%
1 to 1½ Months	12	2.94%	6	1.50%	10	2.31%	24	4.71%
2 to 2½ Months	4	.98%	2	.50%	7	1.62%	3	.59%
3 to 5 Months	7	1.72%	5	1.25%	3	.69%	5	.98%
6 to 12 Months	14	3.43%	12	3.00%	7	1.62%	18	3.53%
Total Students Excused For Year	68	16.65%	40	10.00%	43	9.95%	106	20.79%
Total Students Participating	340	83.33%	360	90.00%	389	90.05%	404	79.21%

Four year period 1950 students--257 or 14.69% excused, 1493 or 85.31% participated all year.

Appendix - C

GIRLS' PHYSICAL EDUCATION REQUIREMENTS

I. Regulation Outfit:

1. Sold at the Physical Education Office for \$4.25.
2. Markings for suit--
 - a. Last name across back of the suit in 2 inch letters. Last name should be embroidered if possible.
 - b. First name across the left hand pocket.

THIS IS TO HELP YOU KEEP YOUR OWN SUIT.

3. Gym shoes--
 - a. White shoes are preferred.
 - b. Shoes should be marked on each tongue.
 - c. These shoes are to be worn in gym class only.
4. Gym socks--
 - a. Wool or part wool white socks to be worn in gym class only.
 - b. A 2 inch letter M is to be embroidered on each sock with a dark colored thread.

THE COMPLETE REGULATION GYM SUIT IS REQUIRED FOR EACH STUDENT BY MONDAY, SEPTEMBER 10.

5. Each student should have a sweatshirt or jacket and a pair of slacks or jeans for cold weather. Slacks or jeans are to be worn over your gym suit in cold weather.

II. Suit Check:

1. Suit check will be held every Monday.
2. Shoes will be checked every first Monday of the month unless otherwise announced by the instructor. Shoes must be washed for this inspection but do not have to be polished.

III. Roll Call:

1. Roll call begins 5 minutes after the bell. You are to be dressed and in line at this time. When the whistle blows you are to stop talking and remain quiet until your instructions have been given.

IV. Lockers:

1. Each student will be assigned a gym locker for her gym clothes. For your own protection make sure no one else knows your combination. Keep your things locked up. Under no condition are you to put your things in a locker to which you were not assigned.

Appendix - C cont.

V. Participation:

1. Everyone dresses for class each day unless permission is received from your teacher before class. If a student observes, she is still to get dressed but will not take part or shower. Four observations will equal a zero. Four zeroes will fail a student.

VI. Showers:

1. Each girl will be assigned a shower number.
2. Towels are issued for showers and it is suggested that you wear a shower cap and clogs. All towels must be put in the towel bag after being used.
3. Students missing seven unexcused showers will fail for the grade period.
4. A sponge shower will be taken during a girl's menstrual period.

VII. Menstrual Period:

1. All girls dress as usual.
2. The amount of strenuous exercise you do will depend on your good judgement. It is recommended that you do as much as you can during this time.
3. Five days will be allowed for a sponge shower. If you need more time, please tell your teacher.
4. Unexcused sponge showers will count as unexcused showers.

VIII. Lost and Found:

1. Lost and found items may be claimed in the physical education office.
2. A dime will be charged for each article claimed.
3. If you lose something, ask us about it.

IX. Physical Education Excuses:

1. You may be excused by the teacher or the nurse.
2. If you are to be excused for any length of time you will be sent to a study hall. If you are sent to study hall you must get your schedule changed in the office. You must get your schedule changed again in the office before returning to physical education class.

***Wording will be changed next year with the program of adapted and restricted.

X. Insurance:

Insurance is voluntary but we strongly urge you to take it. This is your protection. Any accident during gym class should be reported to the teacher immediately. If this is not done, it is impossible to guarantee that the student will collect if the insurance forms are not filled out at the time of the injury.

Appendix - C cont.

XI. Miscellaneous:

Your physical education teacher has these things to help you: safety pins, sanitary belts which you may buy, nickels, sewing kit, tools to try to fix zippers.

XII. Grading System:

A student will be graded on the following--

- a. points accumulated.
- b. showers.
- c. ability and improvement.
- d. class attitude, co-operation and participation.
- e. skill.
- f. written rules tests and quizzes.
- g. skill tests.

XIII. Point System:

Each time a student fails to have all of her costume for class etc. she accumulates points and a total of 90 points will fail a student for the grade period.

GRADE SCALE FOR POINT SYSTEM

A	0 - 10 points	C-	55 - 60 points
A-	10 - 20 points	D	65 - 70 points
B	20 - 25 points	D-	75 - 80 points
B-	30 - 35 points	F	90 plus
C	40 - 50 points		

2. You may accumulate 5 points a day for the following:

a. Failure to:

- (1) have regulation gym attire (suit, socks, shoes).
- (2) have clean suit and socks every Monday. (5 points each day until reported).
- (3) have uniform marked at all times (suit, socks, and shoes).
- (4) have clean shoes every first Monday.
- (5) participate in all exercises.

- b. Tardiness: A girl must be in locker room when bell rings and in gym dressed and quiet when roll is taken.
- c. Gum chewing in the locker room, on field, or in gym.
- d. Talking during roll call.

3. You may accumulate 10 points for the following:

- a. Unexcused absence. Make sure absentee slip is signed.
- b. Failure to dress for class.
- c. Failing to participate in class.

Appendix - C cont.

YOU CAN RECEIVE AN AUTOMATIC FAILURE IF YOU GET FOUR ZERO'S.
A ZERO IS GIVEN FOR NOT DRESSING OR PARTICIPATING IN CLASS.
SEVEN UNEXCUSED SHOWERS WILL GIVE YOU AN AUTOMATIC FAILURE.

FEEL FREE TO DISCUSS ANY PROBLEMS WITH WHICH YOUR TEACHER
MIGHT HELP YOU.

Appendix - D

DOCTORS ISSUING PHYSICAL EDUCATION EXCUSES

1959 - 1963

<u>NAME</u>	<u>ADDRESS</u>	<u>PHONE NO.</u>
1. Addison, Robert	1110 N. Green Street McHenry, Illinois	385-1050
2. Alvary, George	1110 N. Green Street McHenry, Illinois	385-1050
3. Berman, Bennet	1110 N. Green Street McHenry, Illinois	385-1050
4. Fried, Samuel	12 E. Grand Avenue Fox Lake, Illinois	312-7-7251
5. Donnley, Robert W.	1213 N. Riverside McHenry, Illinois	385-6232
6. Gladstone, Lee	1110 N. Green Street McHenry, Illinois	385-1050
7. Goetschel, John	3327 W. Elm Street McHenry, Illinois	385-0743
8. Goldary, W. D.	1110 N. Green Street McHenry, Illinois	385-1050
9. Harris, J. F.	Richmond, Illinois	
10. Haydary, A. Lee	3433 W. Elm Street McHenry, Illinois	385-6200
11. Hernandez, E. S.	Huntley, Illinois	
12. Juras, Frank	5 South Route 12 Fox Lake, Illinois	JU 7-0015
13. Kagan, L. L.	Spring Grove, Illinois	
14. Khedroo, Laurence	639 Diversy Parkway Chicago 14, Illinois	
15. Klontz, C. W.	3602 W. Elm Street McHenry, Illinois	385-0339

Appendix - D cont.

<u>NAME</u>	<u>ADDRESS</u>	<u>PHONE NO.</u>
17. Larsandrew, Dolan	5358 W. Diversy Ave.	AV 6-4000
18. Massouda, Benjamin	1110 N. Green Street	385-1050
19. Nye, W. A.	3433 W. Elm Street	385-6200
20. Paul, John C.	104 $\frac{1}{2}$ Benton Street	338-1550
21. Peckler, David S.	2835 N. Kimball Ave.	Belmont 5-6266
22. Quincannon, F. J.	200 E. Brainard Ave. Harvard, Illinois	
23. Rodriquez, Jack	370 Summit Ave. Elgin, Illinois	312 SH 1-5884
24. Rarder, Joseph		
25. Ruggero, S. L.	Box 13 Wonder Lake, Illinois	2131
26. Sek, Frank W.	4606 W. Route 120 McHenry, Illinois	385-0164
27. Skolnek, E.	1110 N. Green Street McHenry, Illinois	385-1050
28. Smith, Luman	1185 Dundee Avenue Elgin, Illinois	SH 2-0255
29. Stahlecker, H. A. Jr.	666 W. Jackson Woodstock, Illinois	338-2210
30. Verbic, Richard L.		
31. Walsh, George R.	1110 N. Green Street McHenry, Illinois	385-1050
32. Wilson, Paul C.	388 W. Terra Cotta Ave. Crystal Lake, Illinois	459-3030
33. Wilt, Edward F.	1110 N. Green Street McHenry, Illinois	385-1050
34. Zelik, William B.	2756 W. Division Street Chicago 22, Illinois	
35. Goldberg, A.	1110 N. Green Street McHenry, Illinois	385-1050

TABLE 3

SPECIFIC CONDITIONS AND DISABILITIES OF McHENRY
HIGH SCHOOL STUDENTS
1959-1963

Reason Excused From Regular Physical Education Class	Number of Students Excused 1959-60	Number of Students Excused 1960-61	Number of Students Excused 1961-62	Number of Students Excused 1962-63	TOTAL Excused From 1959-63
Allergy, Asthma, Anemia, Bronchitis	4	2	2	2	10
Appendicitis (Chronic)	1		1	2	4
Arthritis, Chronic Aches and Pains			4	2	6
Back Strain and Spinal Trouble	3	3	5	8	19
Broken Bones		1		6	7
Congenital Deformity	1	1		1	3
Diabetes	1	1	1	1	4
Epilepsy	1			3	4
Eye, Ears, Nose, Mouth, and Throat	2	3		3	8
Fainting Spells				1	1
Gastroenteritis	1				1
Health	1			1	1
Hernia		1			1
Infectious Mono- nucleosis	2	1	1	1	5
Injury to Ankles, Hands, Arms, Knees, etc.	6	6	6	23	41
Kidney Infection	1		1	2	4
Leg Infection				1	1
Menstrual Period Trouble	2	2	1	2	7
Nervous Condition				2	2
Polio and Posture	2	1	2	1	6
Rheumatic fever/heart	3	3	5	4	15
Respiratory Illness	6	2		4	12
Ring Worm	2	1		1	4
Skin Condition			1	2	3
Surgery	3		4	11	18
Tuberculosis				1	1
Virus Infection	3	2	1	7	13
Warts(Hands and Feet)	4	3	1	6	14
Weight (Glandular)	1	1	1	1	4
Miscellaneous*	18	6	6	7	37
TOTAL STUDENTS EXCUSED	68	40	43	106	257

*The reason the student was excused from regular physical education class was not stated on the excuse from the doctor, nor in the grade book. Therefore, the writer was unable to indicate the specific reason.

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The Model Press Record Book. St. Louis, Missouri: Model Publishing Company, 1961-1962.

The Model Press Record Book. St. Louis, Missouri: Model Publishing Company, 1962-1963.

(All of above in file at McHenry High School)

The medical excuses received from the doctors to excuse the students from classes.